

Year 5 / 6 Expectation / Standard 5

Standard 5 is the expectation for mainstream primary children **within Year 5 and 6** and some will be working within Standard 6.

Essential entry level to Standard 5 (Year 4 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (90% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can produce well-structured and organised writing using a range of conventions in layout.	
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).	
3	Can select the correct genre for audience and purpose, and use it accurately	
4	Can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct).	
5	Can use paragraphs consistently and appropriately.	
6	Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table).	
7	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.	
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).	
9	Can use complex sentence structures appropriately.	
10	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.	
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).	
12	Can write neatly, legibly and accurately in a flowing, joined style.	
13	Can adapt handwriting for a range of tasks and purposes, including for effect.	
14	Can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.	
15	Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).	
16	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).	
17	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').	
18	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).	
19	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).	
20	Can interweave implicit and explicit links between sections.	
21	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).	
22	Can show confident and established 'voice'.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point
Assessment: 5-E = 8 - 11 | **5-S** = 12 - 18 | **5-A** = 19 - 22 | **5-AP** = 20 - 22.
 If entry to Year 6 is not met, then the judgment is 5-A